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ABSTRACT

The overall social studies recommended program is described in SO 000 675 and SO 000 676; the nature of this guide is described in SO 000 677. Conceptually, these units deal with the various racial and ethnic groups and the famous people who have contributed to the greatness of the United States: (1) discoverers and explorers; (2) colonial and revolutionary leaders; (3) leaders in establishing a nation; (4) leaders in the fight for human rights; (5) leaders in industry and science; and (6) leaders in the arts. The multimedia materials are not included; instead, attention is called to the Social Studies Bibliography, Grade 4 (Famous Americans for Young Americans) which was issued in 1968. (SBE)

ED048060

SOCIAL STUDIES

GRADE 4

A TEACHING SYSTEM

SD 000 681

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY/1969

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GRADE 4 SOCIAL STUDIES

A Teaching System

THE UNIVERSITY OF THE STATE OF NEW YORK
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT
ALBANY - 1969

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FOREWORD

This publication has been prepared by the Curriculum Development Center in response to many requests from teachers for help in implementing the new social studies. It is a part of the growing series of Teaching Systems which will soon be available for each grade level of the elementary school.

In the pages which follow, the recommended content for the fourth grade program is set forth along with many suggested learning activities and a proposed methodology. Many more activities are listed than could be used in any one classroom, the hope being that teachers will be able to find, in this wide selection, those which will be best suited for their particular classes.

A listing of teaching-learning materials is not included in this publication. Attention is called to the Bureau's Social Studies Bibliography, Grade 4 (Famous Americans for Young Americans), which was issued in 1968. This pamphlet is a rather comprehensive listing of multi-media materials which could be used in teaching the new social studies program for this year.

This Teaching System was prepared by a writing team of fourth grade teachers who have had considerable experience in using the biographical approach to the teaching of United States History. They were Lorraine Lilly of the North Rockland Schools, and Jane McComsey of the West Babylon Schools. The manuscript was prepared for press by Howard Yates of the Bureau's staff.

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GRADE IV

GEOGRAPHY

Stating the Problem

- Why is a study of latitude and longitude important in the use of maps and globes?

- How is the study of maps and globes important to a study of history?

Understandings to be Developed

Latitude and Longitude

1. The globe and many maps are marked with horizontal lines which indicate degrees of latitude and vertical lines which indicate degrees of longitude.

    . Latitude represents distance north or south of the equator, and longitude represents distance east or west of a certain point on the globe. (Greenwich, England is now used as point 0° longitude.)

    . This idea of designing a grid based on 360° for both longitude and latitude was originated many years ago by a Greek geographer named Hipparchus.

    . Later on, the Greek geographer, Ptolemy, named the latitude lines "parallels" and the longitude lines "meridians." He and other people of his time realized the world was round.

    . For several centuries after Ptolemy's time, however, most people believed the world to be flat. Then scholars discovered the geography books written by Ptolemy and the learning of Greek geographers influenced by the age of exploration.

Maps and Globes

1. The routes of many explorers can be traced on these geographic tools.

    . Common (widely accepted?) map symbols and colors can be used to learn many facts about such things as distance, forms, and the like.

    . The growth of American settlement and westward expansion of settlement can be traced on maps.

    . Careful study of maps helps to explain the routes followed by pioneers and the likely reasons why some cities grew more rapidly than others.

    . Special purpose maps, such as those dealing with soil characteristics, vegetation, or rainfall, help to explain why different types of farming were practical in different places.

The physical relationship of continents can be shown through the use of a world map and a globe.

Information Needed - (To develop understandings)

1. What are longitude and latitude?

2. How do longitude and latitude help in the study of maps and globes?

3. Why is the 360° grid used for longitude and latitude?

4. Why did the people of Europe, for many hundreds of years after the work of the Greek geographers, believe that the world was flat?

5. Why was the rediscovered work of Ptolemy and other Greeks important to Columbus and other explorers?

6. What type of information can be gained easily from maps?

7. How can the globe be used in the study of history?

8. Why were some parts of the "New World" discovered before others?

Learning Activities

1. Gather as many maps and globes as possible for use by the children throughout the year.

2. Review cardinal directions in relation to your school and landmarks in the area.

3. Make up dittos of imaginary towns and countries to familiarize the children with the grid system of location and to reinforce their knowledge of map keys.

4. If the classroom floor is tiled, number the lines made by the connection of the tiles. Number from the two intersecting middle lines, naming them 0°. Locate things in the room by having two children walk on the lines specified and meeting at the proper spot.

5. To reinforce the grid system of location, use road maps to find specific places (letters and numbers in places of degrees of latitude and longitude). Maps from the automobile club are easier to understand.

6. Show that Africa and South America are both located on the equator. Discuss the inadequacy of lines of latitude alone in locating specific places. Introduce lines of longitude. Review the use of lines of latitude on a large world map to locate areas by traveling north and south from the equator.

7. Have atlases available for the children. It is good to have at least one large, complete atlas, but smaller atlases made particularly for children are also good. Encourage the children to survey the atlases.

8. Mount a series of world, national, State, and local maps side by side. Let the children mark out the area on each map covered by the larger scale map beside it. Yellow magic marker is transparent. Local maps may be obtained from the local government.

9. Let each child mark a plain rubber ball into equator, tropics, and arctics. Also mark six of the time zones (longitudes). This will make each time zone four hours long - just the size of the United States. Stop here or mark into continents. Use large brushes for the continents so that the exacting child will be saved from attempting detail. Interest note is that Ptolemy did measure the size of the earth accurately. He did not realize how much of the earth is covered with water. Columbus depended on Ptolemy's estimate.

10. Study the currents and winds of the Atlantic on the globe. You may need to research the encyclopaedia for winds: Britannica is good. Also note that India is about the same latitude as San Salvador. Discuss to decide whether Columbus came to San Salvador by luck, necessity, or plan. (Necessity is the usual answer, but there is no sure answer.)

11. In order to make the study more immediate and modern to the children, display satellite weather photographs side by side with newspaper weather maps. Discuss the different ways these pictures show the same information.

12. Have as many different types of maps as possible displayed in a prominent place for the children to look over as they come in in the morning. The maps may relate to an entirely different subject such as a map of United States folklore and legends. Encourage the children to refer constantly to these maps. This might even include map puzzles.

13. Take imaginary trips. Let the children decide which method of transportation would be the easiest, the most difficult. Discuss the direction that would be taken depending on the method of transportation chosen. Discuss the difference in distance, using the map scale.

14. Have the children begin their own atlases, illustrating the different types of maps. Maps of your own areas would be good.

PEOPLE AND LEADERS

Stating the Problem

- How have the men and women, from many parts of the world, who have come to America over the years to make their homes, contributed to our American way of life?

Understandings to be Developed

1. Their special abilities and their cultural strengths have been blended into one people in this country.

   . Prior to the Revolutionary War, most of our immigrants were from Western Europe.

   . During this period, many African Negroes were brought here to work as slaves or as free men on southern plantations.

   . Following the Revolutionary War and up to the present day economic, political, social, and religious unrest in Europe, plus the need for workers during our continuing Industrial Revolution, resulted in wave after wave of immigration.

   . During the late 1800's and early 1900's, America became known as "the melting pot" as large groups of immigrants from Ireland, Eastern, Southern, and Central Europe, Scandinavia, and Asia came to the United States in search of a better life for themselves and their children.

   . Our American nationality is still in the process of evolution.

Information Needed - (To develop understandings)

1. What national groups are found in your area? What are some of the contributions of these groups to our American way of life?

2. Why is our American nationality still in a process of evolution?

3. Why did so many people leave their homelands to come to America?

4. Why did the United States welcome immigrants?

5. Why was America often called the "land of opportunity?"

6. Why is the United States called "the melting pot" of nations?

7. Why has this diversity contributed to the success story of our country?

Learning Activities

1. Ask the children to investigate their family trees according to nationality. Prepare charts containing the information they gather. Discuss the variety of nationalities in the class.

2. Take a poll of the nationalities of the students in other classes. Tabulate the information and suggest that the children make a generalization based on their findings.

3. Read the poem written by Emma Lazarus, which is inscribed on the base of the Statue of Liberty.

4. Make a field trip to the Statue of Liberty. (This will depend upon your location in the State.)

5. Hang flags of nations from which people have come to our country. They can be made with construction paper, crepe paper, paper and crayons, etc.

6. Look through a copy of Who's Who in America, emphasizing the variance of nationalities.

7. Make a "Who's Who" bulletin board of pictures and short reports of the immigrant men and women who have contributed to the growth of our country. The pictures could be drawn or cut from magazines.

8. Display collections of biographies.

9. Play Dvorak's Symphony in E minor, "From the New World." This is a description of the visitors' or immigrants' feelings about America.

10. Study and discuss the maps and diagrams in the World Book Encyclopedia article, "Immigration and Emigration," 1966, volume 10, page 70.

11. Project a political relief map of the world on mural paper. Trace with magic marker or paint. Using the information found in World Book, trace the immigration of people of other nations to our country. Show from what countries they came, when they came, and where they settled.

12. Discuss the reasons of different nationalities for their immigration to our country.

13. Plan an immigration study. Learn about the immigration laws, the Quota System, who is immigrating today. How have the reasons for immigration changed?

14. Make a bulletin board depicting the symbols of freedom (Statue of Liberty, Capitol, Liberty Bell).

15. Motivate the children to take part in a poetry contest with the theme "Melting Pot."

16. Take the children on a field trip through the reference section of the library. Point out such books as Who's Who, The Biographical Dictionary.

17. Learn national songs of other nations such as "La Marseillaise" (France), "Our Land" (Finland), "Garibaldi's Hymn" (Italy), "O Canada," "Dombrowski's March" (Poland), "O Land of My Father" (Wales), and "King Christian Stood Beside the Mast" (Denmark). (The American Song Book, Livermore, The Athenaeum Press, New York, 1917.)

18. Learn folk songs of America and other countries (Songs From Many Lands, Thomas Whitney Surelle, Association for Childhood Education, Boston, 1937).

19. Have the children do research on the economic, political, social, and religious situations in the countries from which immigrants came, at the times they came. Relate this information (if possible) to why they came to the United States.

20. Discuss the difference between the Western Europeans immigration by choice and the African Negroes entrance through slavery. (Point out that there were Negroes who came as free men.)

21. Study biographical information of people throughout the world who have come to our country and made contributions to the growth of our nation. Use this information to create a display showing the national origin of influential immigrants. Put their name, picture, or short biography in the proper place on a political outline map of the world.

22. Display biographies of foreign born Americans.

Stating the Problem

- How did discoverers and explorers and settlers from European countries add to man's knowledge of the "New World."

Understandings to be Developed

1. Discoverers and explorers from European countries added to man's knowledge of the "New World," and settlement soon followed exploration.

    . Some explorers were seeking an all water trade route to the Far East, others were searching for gold.

    . All of these men had to face the dangers of ocean travel, but new inventions such as the compass and sextant made their voyages safer.

    . The eastern coast of North America was explored and then settled by the English, the French, the Dutch, and the Spanish.

    . Prince Henry of Portugal contributed greatly to the knowledge of the explorers in the 15th century.

    . Among the more famous explorers were Columbus, Henry Hudson, Robert LaSalle, John Cabot, Hernando DeSoto, Estevancio, Vasco Balboa, Jacques Cartier, and others.

    . Among the leaders of the early English settlements were Captain John Smith, William Bradford, Roger Williams, John Winthrop, and others.

Information Needed - (To develop understandings)

1. Why did Columbus believe he could sail west to the Far East?

2. Why was ocean travel dangerous in those times?

3. How did the compass and sextant make ocean travel safer?

4. In what ways were the early explorers similar to the astronauts of today?

5. Why did European peoples wish to settle in this new land, thousands of miles from their homes?

Learning Activities - (Exploration)

1. Have on display collective biographies of the explorers of the "New World," such as Discoverers of the New World, by Joseph Berger. Allow children to read these books during their free time. (See bibliography.)

2. Show films which discuss several explorers. They are usually grouped according to nationality. This will give the children a feeling for the time period.

3. Discuss the world as Columbus knew it in order to prepare the children for the term "New World." (Maps of the "Old World," are available.)

4. On a large rubber ball, draw the "Old World," according to Ptolemy's estimate. Then, on another ball draw the world as it was thought to be during the 16th century. Have these on display throughout the unit.

5. Read the paragraph "The Great Age of Discovery" in article, "Exploration," World Book Encyclopedia, 1966, volume 5, page 348.

6. Study Henry the Navigator in the National Geographic Magazine, November, 1960, pages 616-656.

7. Discuss why the world seemed flat. Show flatness of water. Get a carpenters level from the school janitor. Demonstrate its use. Even today liquids are used to determine level, flatness.

8. Discuss the overland route to the Far East. Help the children to discover through map study why a water route was necessary. (Refer to the voyages along the coast of Africa, financed by Prince Henry.)

9. Begin a time line. This may take in just the period of exploration or may continue throughout the year.

10. Study Spain's agriculture. A map in any encyclopedia article on Spain will show the arid interior. Through discussion, bring out the fact that Spain was a "poor" country and needed stored wealth: i.e. gold.

11. Study gold or the history of gold: Get realia, such as powdered gold or leaf from an art supply store (inexpensive). Gold nugget from a dentist costs more. This should be pure, soft gold. Discuss its value. Gold is durable, stored wealth like jewels and land. It is easy to mold and carry; can be contrasted to the great stone coins of the Yap Islanders. It is beautiful and does not tarnish; only platinum, of the other metals, has similar quality.

12. Draw picture stories of the fabled cities of Cibola (golden) and El Dorado (king so wealthy he was annointed daily with gold dust). There are references to these in lives of DeSoto. See "The American Heritage," Junior Library, "Discoverers of the New World," Golden Press, New York, 1960, pages 94-99. There is an interesting map on pages 98-99.

13. Show a filmstrip about Marco Polo (see bibliography), and discuss the effect of his travels on the early explorers.

14. Show as many filmstrips and films on individual explorers as time allows. It is good to pick the most representative explorers to begin with. The Eye Gate films with teach-a-tapes are excellent.

15. If filmstrip previewers are available, allow the children to do individual research from filmstrips. This could be carried on throughout the year.

16. Show the routes of the explorers on the overhead projector, while discussing their voyages, using transparencies.

17. Have the children add maps of the explorer's routes to their atlases. One could be done for each explorer, or several explorers could be included on a map with a key. An outline map of North and South America would be sufficient if lines of latitude are included.

18. Play, "Who Am I?" One child answers "yes or no" questions relating to an explorer and the rest of the class guesses of which explorer the child is thinking.

19. Encourage the children to be a "guest speaker," after doing research or reading a biography of an explorer. They could either pretend to be the explorer and tell all about themselves or simply tell about the explorer. (Who Am I could be used as a follow up, if two children pick the same explorer.)

20. Write the latitude and longitude of a country in the "Old World" on the chalkboard. Have the children find the country and list the explorers who sailed for that country.

21. Write the latitude and longitude of a specific place in the "New World" on the chalkboard. After finding the place, the children should write down the explorer(s) who came there.

22. List the characteristics of an area in the "New World." Include such items as climate, natural resources, industries, population, and topography. The students would use the maps available in the room to find the area of the "New World" to which these characteristics apply. Then they could write the names of the men that explored the area.

23. Have a debate on the ruthlessness of the Spanish Conquistadors. It is interesting to see that children will defend them as often as condemn. They must give reasons for their opinions.

24. Let the children draw picture stories. Base these on the adventures of the early explorers. Discuss phrase, "one picture is worth a thousand words."

25. Have children write book reports on biographies of explorers. This could be done as a class assignment or as an open assignment for extra credit. If a biography is written a bibliography should be included.

26. Discuss with the children the fact that the men that sailed for a country were not necessarily natives of that country. Christopher Columbus was Italian, the navigator of the Nina was a Negro (Pedro Alonzo Nino) and others.

27. Read to the children the poem, "Conquistador," by Elizabeth Coatsworth. (Golden Treasury of Poetry, Golden Press, New York, 1967, page 93.)

Learning Activities (Settlement)

1. Display individual and collective biographies of the early settlers. Encourage the children to read these during their free time.

2. Show films and filmstrips which deal with the settlement of the "New World" to give the children an overview of the time period.

3. Display maps which show the location of the early colonies.

4. Compare maps of the early colonies with topographical, physical, and relief maps. Discuss the reasons why the early colonists might have chosen these areas for settlement.

5. Begin to introduce documents for study. The Mayflower Compact would be suitable here.

6. Show films and filmstrips of individual settlers and discuss them as representatives of their colonies: William Penn, Pennsylvania; John Smith, Virginia; Roger Williams, Rhode Island; James Oglethorpe, Georgia; Peter Stuyvesant, New Amsterdam; and others. Allow children to view filmstrips individually if equipment is available.

7. Have children write biographies or book reports on biographies of representative settlers. This could be done as a class assignment or as an open assignment for extra credit. If it is a biography, a bibliography should be included.

8. Mobiles are effective devices to organize and display ideas. Let the child choose one name. Let him cut bright figures or pictures to explain it. Include the name.

9. Dioramas could also be done to illustrate the main contribution of an early colonial leader.

10. Many children have moved with their families from one community to another. Discuss with them the reasons for moving, the problems involved, the advantages, and disadvantages. Relate this discussion to the settlers of the "New World."

11. Read the poem, "Landing of the Pilgrim Fathers," by Felicia Hermans. (Golden Treasury of Poetry, Golden Press, New York, 1967, page 176.)

12. Read the poem, "Pocahontas," by William Makepeace Thackeray. (Golden Treasury of Poetry, Golden Press, New York, 1967, page 177.)

Stating the Problem

- Why do many of our American traditions date back to our Colonial-Revolutionary Period?

Understandings to be Developed

1. Part of our "Old World" heritage from this period includes freedom of speech, trial by jury, and representative government.

2. Our "New World" heritage from this period would include freedom of religion, freedom of the press, and free education for all.

3. Some of our most influential colonial leaders were William Penn, James Oglethorpe, Benjamin Franklin, Sam Adams, Patrick Henry, Peter Zenger, and others.

4. Some of the important leaders during the Revolutionary War were George Washington, Phillip Schuyler, George Roberts Clark, John Paul Jones, Robert Morris, and others.

5. There were many other men and women who contributed much to the development of our heritage and traditions.

Information Needed - (To develop understandings)

1. What were the contributions of Roger Williams to our heritage of religious freedom?

2. How did William Penn contribute to our American Heritage?

3. Why did James Oglethorpe found the Georgia Colony?

4. What was the contribution of Peter Zenger?

5. Benjamin Franklin was a scientist, a statesman, an editor, and an inventor. What were some of his contributions in each of these areas?

6. For what do we remember Patrick Henry?

7. Why was Sam Adams often referred to as the "Father of the American Revolution?"

8. How did our military leaders aid the American cause during the War?

9. Why was George Washington so important to the outcome of the War?

Learning Activities - (Colonial period)

1. Have the children gather pictures of cities as they were in the 1700's and as they are now. Discuss how they have changed. Make a bulletin board using these pictures.

2. Add to the class time line, including such items as English settlement at Jamestown, Virginia, 1607. Specific names can be added throughout the unit.

3. Have the children write letters to places such as Williamsburg (Colonial Williamsburg Inc., Williamsburg, Virginia), requesting materials to be used during the unit. It might be good to write these letters prior to beginning the unit in order to have the materials on hand.

4. Paint a large map of the 13 colonies to be used as a mural. This can be done most easily by using an overhead or an opaque projector to trace the outline.

5. Help the children to make dioramas of colonial villages.

6. Individual or committee reports on the different aspects of colonial life could be prepared and shared with the class. This will save time and give the children a good background in preparation for their work in biographies.

7. Display in the classroom a variety of books and pictures dealing with colonial life.

8. Display biographies of colonial leaders and encourage children to read them in their free time, in school and at home.

9. One day could be set aside as Colonial Day. The teacher might wear colonial dress and conduct her class in the way of the colonial schools. Have the children make their own hornbooks, primers, and other materials needed. If possible, each child should use a slate board (toy ones are available). The music, games, and stories of the period should be included in the day's activities.

10. Research reports should be done by individuals or committees on topics such as Roger Williams' break with the church in Salem (reasons for the break, results of the break, his association with Ann Hutchinson); James Oglethorpe's experiment in the colonization of Georgia with English debtors; Benjamin Franklin's varied contributions; and the contributions or effect of other influential men and women on the colonies.

11. Encourage the children to share the information they have gathered through research on people of the colonial period. Oral reports may be given with a question period afterward. The children could be called "guest lecturers." The question period could be reversed in order to ensure attention during the report.

12. After the information gathered has been shared, the game "Who Am I," can be played.

13. Add the names of influential colonists to the biographical dictionaries.

14. Add a map of the 13 colonies to the atlases.

15. Add terms such as Puritan, colony, Quaker, and debtor. Relate this to a language arts study of root words (i.e. colony - colonist - colonial.)

16. Read with the children part of Poor Richard's Almanac, by Benjamin Franklin. (This was a "best seller" in the colonies.)

17. Read The Legend of Sleepy Hollow to the children. There are editions available specifically for younger children. There are many interesting places to visit which are related to Washington Irving.

18. Display American Primitive Paintings in the classroom. ("101 Masterpieces of American Primitive Paintings," Metropolitan Museum of Art, Prints Shop, 5th Avenue and 82nd Street, New York, 10028. They cost 25 cents apiece.)

19. Newspaper study is useful to make Peter Zenger more modern and immediate. A comparitive study might be very effective.

20. A series of Colonial Flag stamps can be purchased at your Post Office or stamp collectors shop. They were issued in July of 1968. They could be used on slips of colored paper to make bookmarks.

Learning Activities - (Revolutionary period)

1. Show the film "Sons of Liberty." (See bibliography.) This film is good as an introduction to the Revolutionary period.

2. Dramatize an argument between a patriot and a Tory through role-play.

3. Hold a debate on the pros and cons of the Revolution.

4. Assign individuals or committees to do research on leaders of the Revolution.

5. Pictorial biographies could be prepared. The child would present the life of a Revolutionary leader in pictures rather than words.

6. Read poems such as, "Grandmother's Story of Bunker Hill Battle," Oliver Wendell Holmes; "Molly Pitcher," Kate Brownlee Sherwood; "Paul Revere's Ride, " Henry Wadsworth Longfellow; and "The Little Black-Eyed Rebel," Will Carleton. (Golden Treasury of Poetry, Golden Press, New York, 1967, pages 178-189.)

7. Add information about the War period to the children's time lines, biographical dictionaries, and dictionaries of terms.

8. Read to the children "The Rebellious Disposition," from The Revolutionary War, by Bart McDowell, National Geographic Society, 1967.

9. Assign a research project on "The Sons of Liberty."

10. Survey your community to discover Revolutionary War sites. Plan field trips based on this information.

11. Add to the children's atlases a map depicting the main battle areas during the Revolution.

12. Active fighters in the War did especially daring things and make good material for the children's drawings. George Rogers Clark, Phillip Schuyler, Mad Anthony Wayne, Ethan Allan (all in or near New York State), and John Paul Jones (hero of the navy) are unbeatable.

13. Play "The eve of conflict," and discuss. (See bibliography.)

14. Show filmstrips of Revolutionary leaders.

15. Play a variation of "Who Am I." After each round of "yes or no" questions have the mystery child give one fact about the leader of whom he is thinking.

16. Trace the progress of the War through the biographies of such men as Benjamin Franklin, Peter Zenger, Patrick Henry, Samuel Adams, Crispus Attucks, Paul Revere, John Hancock, George Washington, John Glover, Nathan Hale, and Thomas Jefferson. Biographies enable the children to grasp the fact that these men were in many ways average human beings.

17. Assign reports on the Minute Men. Be sure the children relate them to Paul Revere's ride.

18. Through role-play, dramatize the defense of Zenger by Andrew Hamilton. Encourage the children to follow this example by saying what they feel but always being able to back up their views with facts.

19. Visit a public library. Discuss Benjamin Franklin's efforts in this area.

20. Gather information about the House of Burgesses. Discuss the meaning of the term, "taxation without representation."

21. Study the Declaration of Independence.

22. The series Colonial American Craftsmen, Franklin Watts, Inc., 575 Lexington Avenue, New York, will be very helpful through this unit.

Stating the Problem

- Why were leaders with courage and wisdom needed to help establish a new nation after the Revolutionary War?

Understandings to be Developed

1. Following the War, there was much confusion as many of the States started arguing among themselves over taxes, the acceptance of paper money from another State, and trade agreements.

2. There was little national pride. People preferred to be called New Yorkers, Pennsylvanians, etc., rather than Americans.

3. Some of the leaders in the establishment of our Nation were George Washington, Alexander Hamilton, Thomas Jefferson, and James Madison.

4. These and other men got together in Philadelphia and drafted a new constitution which made the United States truly one Nation.

Information Needed - (To develop understandings)

1. What are some of the things that States might quarrel about if there were no strong government?

2. Why did people feel loyal to their States?

3. What qualities of leadership led to the selection of George Washington as President of the Constitutional Convention and as the first President of the United States?

4. What is a constitution and why was one needed?

5. Why do we honor the contributions of Alexander Hamilton and James Madison to the new Nation?

Learning Activities

1. Have on display collective biographies such as Famous American Statesmen. (See bibliography.) Have individual biographies available.

2. Show filmstrips which survey the leaders of this period, such as "Great Men Mold a Nation." (See bibliography.)

3. This unit and the preceeding unit cover different ground, but they also are closely interrelated. This could be discussed with the children in order to build up their basic understanding of the whole study.

4. It may be necessary to research in the encyclopedia such specific topics as taxes, paper money, coins, and trade agreements. These make good topics for oral reports.

5. Read with the children, "How Our Government Began," Basic Concept Series, Benefic Press, Atlanta, 1963.

6. Discuss with the children the things that are important in a successful school day, if learning is to take place. Include not only subject areas but also activities such as opening exercises, attendance, lunch, dismissal, and the need for rules to govern such activities. Then allow them to plan and carry out a few hours' or an entire day's activities. Follow up with a discussion of the difficulties and advantages of being on their own. Relate this to what they have learned about the establishment of our country. Hopefully, leaders will emerge during the "free day." If so, a discussion of leadership qualities would be appropriate.

7. It is important to help the children realize that our leaders do not usually shine in all areas. A comparison of Thomas Jefferson's great political leadership qualities and his lack of military leadership qualities could promote discussion.

8. Discuss the differences and similarities of the colonies. Stimulate a discussion of the difficult job the Founding Fathers had. Try to draw from the children the reasons for such difficulty. Follow up with a discussion of the methods they used to unify the country.

9. Study resource and production maps. Look to see what is shown that would make the States need each other, cause them to be interdependent. Review the information gathered by the class which showed how the colonies were beginning to develop differently.

10. Distance study is important. Look at pictures and maps of the times and try to understand the conditions of the roads. Some children may study road history or road building. Discuss the distances between the colonies and the communication facilities then available.

11. Arrange a bulletin board of paintings by artists of the time (Copely, Trumbell, People, Stuart, West), preferably showing scenes of daily life. Post cards of these paintings (and many others) are available at most museums.

12. Display a picture or drawing of the original flag, decided upon on July 14, 1777. Discuss the meaning of the 13 stars (original colonies), the red (courage), the white (purity), and the blue (freedom and justice). Discuss the accepted rules for the care of our flag. (See Flag Regulations for New York State Schools, The University of the State of New York, The State Education Department, Albany.)

13. Discuss the flag as a symbol. Relate this concept to the Pledge of Allegiance.

14. A study of the Constitution is important. Naturally, the depth of this study will depend on the level of your class. An excellent guide for this study is, You and the Constitution of the United States, Paul Wetty, Children's Press, 1948, $2.50.

15. Help the class prepare their own constitution.

16. Have the students make simple drawings to illustrate the freedoms cited in the Bill of Rights.

17. A traditional lecture on the three branches of government may be necessary to give the children some basis for discussion. You will be the "resource person" in this case.

18. Class discussion of Washington, Marshall, and Madison can be related to the three branches of our government.

19. The cabinet can be studied through the biographies of such men as Alexander Hamilton and Thomas Jefferson.

20. A brief study of political parties can be achieved through a contrast of the views of Thomas Jefferson and Alexander Hamilton in regard to the need for a strong central government.

21. Cut out political cartoons from local newspapers. After studying and discussing these, suggest that the children draw cartoons based on the Hamilton-Jefferson conflict.

22. Add to the children's atlases, biographical dictionaries, dictionaries of terms, and the time line.

23. Hold a "Meaning Bee." Using the same format as a "Spelling Bee," ask the children to define rather than spell the words in their dictionaries of terms.

24. Construct a, "Who Is It?" bulletin board. Put up a few cut outs or drawings which apply to the men being studied. Number each group. Encourage the students to see how many men they can identify from the clues given. Let them explain why they decided on a particular name.

Stating the Problem

- How did the early pioneers pave the way for more permanent settlers, as the frontier moved west from the Appalachian Mountains?

Understandings to be Developed

1. The earliest pioneers followed the rivers - the Hudson, the Mohawk, the Susquehanna, the Delaware, and their tributaries.

2. The Hudson River, Erie Canal route was one of the major factors in opening up the area west of the Appalachinas.

3. At the end of the American Revolution, the Mississippi River, rather than the Pacific Ocean, was considered to be our natural western boundary.

4. Fur traders and hunters usually preceded the farmers and other settlers.

5. Courage, self-reliance, and resourcefulness were typical qualities of most of the frontiersmen and women.

6. It was largely the search for furs that motivated the exploration of the land west of the Mississippi River.

7. Settlement of the far West was spurred by the discovery of gold in California.

8. The frontier has been called America's first melting pot because differences in nationality, religious belief, and social position were of less importance than in the East.

9. Among the leading frontiersmen who opened the vast territory between the Appalachian Mountains and the Pacific Ocean are Daniel Boone, Stephen Austin, Zebulon Pike, Meriwether Lewis, William Clark, Bill Cody, Kit Carson, Jim Bridger, Marcus Whitman, and Davey Crockett.

Information Needed - (To develop understandings)

1. Why did our earliest pioneers follow rivers westward?

2. What problems did the earliest pioneers have to face?

3. Why can we say that the American frontier was really a series of westward moving areas?

4. Daniel Boone, Kit Carson, and Buffalo Bill were well known scouts. What were some of the responsibilities of a scout?

5. Why was the Louisiana Purchase so important to the development of our Nation?

6. What were the contributions of Marcus Whitman to the settlement of the Oregon Territory?

7. Why was the western frontier considered to be more democratic than most of our eastern States?

8. How did the coming of the frontiersmen to the West affect the Indian's way of life?

9. What similarities are there between our early frontiersmen who opened the West and our present frontiersmen of space and the oceans?

Learning Activities

1. Display collective biographies of pioneers. Have individual biographies available. (See bibliography.)

2. Gather and display pictures of western settlers.

3. Study the methods of transportation used in the 18th and 19th centuries, relating back to the search for a "new route" to Asia by the early explorers. Discuss the importance of rivers to the pioneers.

4. Refer to your map of the 13 colonies. If you have not already done so, add the Hudson, the Mohawk, the Susquehanna, and the Delaware rivers. Discuss why the earliest pioneers followed these rivers.

5. On a map of the area east of the Appalachians, outline in red the area settled before the Revolution.

6. Read to the children an account of Daniel Boone's 200 mile trip pioneering the first route over the Appalachian Mountains.

7. Encourage the children to pretend they were part of Daniel Boone's group. Have them write diaries of their experiences on the trip west.

8. Study and discuss the responsibilities of a pioneer scout. Dramatize them through role-playing, a scout talking at a campfire.

9. Biographies could be read and reports written on such scouts as Daniel Boone, Kit Carson, and Buffalo Bill.

10. Using a relief map, study the land in the area east of the Mississippi. Promote discussion of the advantages gained by the building of the Erie Canal.

11. Illustrate the westward movement of the American frontier on a large political outline map of the United States. Map keys can also be reviewed through this activity. Begin with the 13 colonies, then the area settled by 1790, next by 1820, 1830, and so on. The areas may be depicted in different colors or designs.

12. Using a map of frontier expansion, study the area settled by the end of the Revolutionary War. Ask the children to decide what the natural boundary of the frontier might have been at that time.

13. Collect pictures of the Mississippi River. Have the children pretend to have reached this point in their move westward, and describe it in a letter to a friend in the East.

14. Read Mike Fink, King of the Mississippi Keelboatmen.

15. Correlate a study of tall tales with the unit. The tall tales based on actual and legendary characters from the West are abundant. Tall Tale America, A Legendary History of Numerous Heroes, Coward-McCann, 1944, is a good anthology. (See Tall Tales and Tunes, A Resource Unit for Junior High School English, Bureau of Secondary Curriculum Development, New York State Education Department, Albany.)

16. Many familiar songs from this time can be used: "Annie Laurie (Scotch)," "Alouetta (French-Canadian)," "Mexican Hat Dance," "Nobody Knows the Trouble I've Seen (Negro)," "I've Been Working on the Railroad," "John Henry," "Home on the Range," "California Here I Come," "Boll Weavel," "Cindy," "Erie Canal," and others. Most elementary song books which have these songs also include brief historical notes.

17. Read Bullwhip Griffin, or show the Walt Disney film, a rousing story of Western democracy.

18. Emphasize the concept of the moving frontier through the filmstrip, "Paul Bunyan," Encyclopaedia Britannica Films, American Legendary Hero Series.

19. Direct the children to make posters that the government and private companies might have distributed to encourage settlers to move West.

20. Have each child pick one of the many men of this unit and write a letter to "his friends back East," describing an exciting meeting.

21. Collect pictures of the most impressive parts of the western United States (Grand Canyon, The Redwood Forest, Yellowstone). Motivate the children to write descriptive paragraphs.

22. Dramatize a meeting of New England people thinking of moving West. Suggest that the children discuss the many reasons for moving.

23. Read about the Louisiana Purchase. Write editorials concerned with the pros and cons of this purchase.

24. Compile a picture dictionary of physical features (mountain, prairie, desert).

25. Help the children construct a relief map. It could be of the entire United States or of the specific areas being studied.

26. Investigate the main fur bearing animal groups found west of the Mississippi. Discuss the game laws which now apply to these animals.

27. Discuss the uses of furs (gift giving, clothing, trading). Read, "The

Fur Trade - A Story of Heroes and Rogues," Compton's Pictured Encyclopedia, F. E. Compton Co., 1968, volume 9, pages 494-498.

28. Research the history of gold in the United States. Study the different methods of gold mining (chart of methods found on page 240, volume 8, The World Book Encyclopaedia, Field Enterprises Educational Corporation, Chicago, 1968). Relate to the goal of the Spanish Conquistadors in North America.

29. Read, "The Shooting of Dan McGrew," and other poems by Robert W. Service.

30. A study of the biography of Marcus Whitman can introduce discussion of the opening of the Oregon Territory, the work of missionary settlers, and the fear and resentment of many Indian tribes toward the white settlers.

31. Encourage the reading of biographies of Indian leaders (Black Hawk, Crazy Horse, Cochise, Pontiac, Tecumseh, and many others).

32. Study the reasons for conflicts between Indians and settlers (European diseases to which Indians had no immunity, broken treaties, the deprivation of rights to land for living and hunting, etc.). The conflict of opinions could be emphasized through debate.

33. A study of present day Indian reservations would be both interesting and enlightening.

34. Read, "A Test of Courage," by Enid Johnson, volume 12, Childcraft - The How and Why Library, Field Enterprises Educational Corporation, Chicago, 1968. This, a story of Cochise, is one of many fine biographies in this series.

35. Study the paintings of artists such as Frederick Remington, Charles Marion Russel, N. C. Wyeth, Thomas Hart Benton, and Georgia O'Keefe.

36. Prepare a chart comparing our early frontiersmen of the West and our present frontiersmen of space and oceans.

37. Dramatize an imaginary conversation between Daniel Boone and John Glenn, to show the similarities of our early and present day explorers.

38. Hold an "open end" discussion of the question, "Was the frontier more democratic than the eastern States? Insist that any statement be backed up by facts.

39. Encourage the children to make diagrams and mobiles with the theme "Frontier Life."

40. Continue adding to atlases, biographical dictionaries, dictionaries of terms, and the time line.

41. Relate the pair of terms "Old World" and "New World" to "Frontier"(West) and "New Frontier"(Space).

Stating the Problem

- How have inventors, scientists, and industrial leaders helped in the development of our country?

Understandings to be Developed

1. Due to its great natural wealth, inventions, use of research, its educational and economic systems, and an abundance of skilled workers, the United States has become the greatest industrial Nation in the world.

    . Inventors, scientists, and industrial leaders from many fields have contributed to this development. Among them are Eli Whitney, Cyrus McCormick, John Deere, Thomas Edison, George Washington Carver, Alexander Graham Bell, Samuel Morse, Andrew Carnegie, Henry Ford, Norbert Rillieux, Louis Lattimore, and many others.

Information Needed - (To develop understandings)

1. Who are some of the inventors and industrial leaders whose contributions in the field of communication have helped to unite our large country?

2. How did the inventions of Cyrus McCormick and John Deere help to make the American Midwest a great farming area?

3. What contributions have been made by such immigrant scientists, inventors, and industrial leaders as Andrew Carnegie, Albert Einstein, and Werner Von Braun?

4. What contributions to your own health have been made by such research scientists as Dr. Jonas Salk?

5. Why was the work of Dr. George Washington Carver and Norbert Rillieux so important to our Southern States?

6. In what ways do you make use of some of the inventions of Thomas Edison?

7. What effect did the work of Eli Whitney and Henry Ford have on our industrial growth?

Learning Activities

1. Prepare a "Men of Science and Industry" bulletin board. Next to or as a background for each name, put a picture or drawing of an object related to each man's work (Howe - sewing machine, Whitney - cotton). This would stimulate questioning (What did Whitney have to do with cotton?) and give the students a brief reference to which to refer during the unit. The students might wish to add other names during the unit.

2. Display collective biographies. (See bibliography.) Have individual biographies available.

3. Introduce the Reader's Guide to Periodical Literature. Although the children would find using it difficult without a great deal of teacher guidance, they should be aware of its existence.

4. After the students have read collective biographies, encourage the reading of individual biographies. Each child might like to be the "class research expert" on the life and contributions of one man.

5. Show films and filmstrips and listen to records about the men in this unit. (See bibliography.)

6. Add the word "communication" to your dictionaries of terms. Ask the children how they communicate, how others communicate with them.

7. Discuss the means of communication used before the advent of modern means (smoke signals, pony express, word of mouth).

8. Give each child a copy of the Morse Code. Simple directions (stand, sit, line up) could be given in the code. Discuss the utility of the code. Encourage the children if they wish to devise their own code.

9. The telephone company has equipment (phones, filmstrips, etc.) for schools. Usually it must be borrowed by your school administrator. Practice telephone manners through role-play.

10. Display pictures that show the style development of the telephone. These could probably be obtained from the telephone company.

11. Discuss Alexander Graham Bell. Ask the children to list the effects of his invention on our country. Research Lewis Latimer who worked with Bell.

12. Discuss radio and television. How have these inventions effected our country? Discuss the work of Dr. Lee DeForest. Who were some of the men who worked on the further development of his invention?

13. Find articles (Reader's Guide) concerned with the Blackout of 1965. Ask the children to survey the reactions to the Blackout in their families. Discuss the positive effects of transistor radios during this time.

14. Gather pictures of radios as they looked when first invented and as they are now.

15. Discuss the Telstar and other communication satellites.

16. Make a scrapbook of pictures and drawings of the inventions that affected communication.

17. Discuss incidents which might have had serious consequences on the frontier because of their lack of modern communication facilities. Continue with a discussion of modern problems which would be aggravated by a lack of modern means of communication.

18. Investigate how other forms of communication began. (Ask for student suggestions.)

19. Discuss agricultural and forest conservation.

20. Add agricultural and industrial maps of the United States to the children's atlases.

21. If you will be covering a study of plant life during the year, now would be a good time for it. The children might enjoy planting a seed in a milk container. If a variety of seeds are used, the children will see the difference in the growth patterns of different plants. A study of soil and agricultural methods could be carried on along with this activity.

22. Study an agricultural map of the United States. Have committees do research on the crops of the different areas of the country. Hopefully, they will bring up, in discussion, the major contributors in each area.

23. Discuss the difficulties an early pioneer might have faced while farming in the Midwest (breaking the soil, building a house, harvesting the wheat). Relate the discussion of problems of the invention of the reaper and the moldboard plow.

24. Encourage the children to bring in samples and pictures of products made from peanuts. If possible have the children taste the samples. Write to the Planter's Peanut Company for information.

25. Show a film concerned with the achievements of George Washington Carver. (See bibliography.)

26. Cut from magazines pictures of products made from cotton. If possible, bring in some natural cotton and cotton products. Discuss the early methods of picking cotton. Ask the children to state the difficulties. (Relate to the emancipation of slaves.) Discuss the "cotton gin."

27. Discuss polio. Endeavor to find vivid pictures of polio victims. Although this may be found to be distasteful, they will clearly illustrate the contribution of Jonas Salk and the great importance of his vaccine.

28. Have stories concerned with people afflicted with polio (Ride Out the Storm, Margaret E. Bell; Sunrise at Campobello) in your classroom library collection.

29. The school nurse is an excellent resource person. She can bring out the importance of medical research. Make a chart of the diseases for which cures have and have not been found. Stimulate a discussion of future discoveries (perhaps by a child in the class).

30. Investigate to discover how many of the Nobel Prize winners in medicine were Americans.

31. Find information about other men whose influence was felt in the field of medical research (Dr. Percy L. Julian, Dr. David Bodian, Dr. Charles Drew).

32. Refer back to the study of Colonial America to discuss the work of the skilled craftsmen.

33. Set up a production line. Each child would be expected to do one small part of a project. (Holiday room decorations could be the product.) The children not on the production line could work alone, as a "control group." Then compare the quality and quantity of work done. Discuss the advantages and disadvantages of mass production. Ask the children what could increase both the quantity and quality of the product. Discuss the effect of the work of Eli Whitney, Henry Ford, and others on our industrial growth.

34. Create a pictorial scrapbook or bulletin board of the inventions of Thomas Edison. Have the children keep charts for one week showing how many of his inventions they use and how often.

35. Reread the poem at the base of the Statue of Liberty. Ask the children if they believe our immigrants are always tired, poor, and hungry. (Teacher reference "How We Loot the Foreign Brain Market - Give me your talented, your gifted, your educated few yearning to strike it rich," Saturday Evening Post, July 13, 1968.) Discuss such men as Albert Einstein, Werner Von Braun, and Andrew Carnegie.

36. Do research on the inventions of Jan Matzeliger and Granville T. Woods and their effect upon American industry. (Teacher reference: A 1966 Calendar of Inventions and Discoveries, Carver Federal Savings and Loan Association, New York, 1966.)

Stating the Problem

- How have American freedoms, social, religious, economic and/or political in nature, evolved through the years as we have worked toward true equality among all people?

Understandings to be Developed

1. The struggle for equality is as current as it is historical in nature.

2. The emphasis in recent years has been on equality of opportunity in education and work.

3. Many of our freedoms and ideals were expressed in the Declaration of Independence.

4. Many of our freedoms are included in the Constitution of the United States, especially in the Bill of Rights.

5. Over the years, men and women from all walks of life have advanced the cause of freedom and true equality in the United States. Among them can be found Thomas Paine, Abraham Lincoln, Harriet Tubman, Jane Addams, Susan B. Anthony, Jacob Riis, Martin Luther King, and others.

Information Needed - (To develop understandings)

1. Why does a freedom always entail a responsibility?

2. What do we mean by political, economic, and social freedom?

3. What methods are being used today by groups that are seeking true equality?

4. Why was Lincoln's "Emancipation Proclamation" an important step in the development of freedom?

5. If the Declaration of Independence states "All men are created equal," why have certain people in our country had such a difficult time gaining true equality?

6. What part is being played today by the various communications media in the struggle for equality?

7. Why have recent decisions of the United States Supreme Court played an important role in helping all Americans attain equality of educational opportunity?

8. What were some of the problems faced by American women in their long struggle for political equality?

9. What are some of the minority groups that have been discriminated against in our country since 1789? If these same groups were discriminated

against today, would they include over half the population of the United States?

Learning Activities

1. Ask the children to write the words of the "Star Spangled Banner," "America" (first stanzas), or the Pledge of Allegiance from memory. Have them compare what they have written with a copy of the words. Then discuss the meaning of the words.

2. Learn or reinforce the learning of songs about freedom such as "America," "America the Beautiful," "Ring Out For Freedom" (If I Had a Hammer), and the "Star Spangled Banner."

3. Display biographies of men and women known for working for freedom and equality. In addition to those found in the outline you might study men such as Lincoln Steffens, Booker T. Washington, and John F. Kennedy.

4. Encourage the children to participate in a Bill of Rights poster contest. Have the children illustrate the freedoms described in the first 10 amendments. Discuss the political, social, and economic freedoms they allow us.

5. Make up a class "Bill of Rights." Discuss the responsibilities which go hand and hand with rights (Right: all children will be allowed to contribute to a discussion --- Responsibility: consider the rights of others to speak).

6. Discuss the responsibilities of each American citizen in relation to the freedoms cited in the Bill of Rights. Make a chart listing the freedoms of an American citizen and the corresponding responsibilities (Right: trial by jury --- Responsibility: serving jury duty).

7. Read excerpts to the class from the works of Thomas Paine (Common Sense and Crisis).

8. Throughout the unit, your current events study should be directed toward the activities of groups and individuals involved in the struggle for true equality, such as N.A.A.C.P., C.O.R.E., Urban League, SNCC or "SNICK," The American Civil Liberties Union, B'nai B'rith, The Reverend Ralph Abernathy, Whitney Young, Floyd McKissick, Roy Wilkins, and others. Use the Reader's Guide to Periodical Literature for less current articles.

9. When an article is brought in concerning the current struggle for civil rights, ask the class how they think men in our history might have reacted to the article (Thomas Paine, Abraham Lincoln, Lincoln Steffens, and others).

10. Invite a resource person from a local organization working for equal opportunities to speak to your class.

11. Read Lincoln's "Emancipation Proclamation" to the children. On an outline map of the United States, trace the boundaries of the states in existence in 1863. Shade in the states mentioned in the Proclamation. Encourage discussion on questions such as: did the "Emancipation Proclamation free the slaves in the United States? why is the Proclamation a significant document in the history of freedom? Lead the children to discover that the Proclamation was only a beginning.

12. Discuss amendments 13, 14, and 15. Point out the dates of these amendments and relate them to the present struggle for equal rights. What effect does a written law have on the people of a country?

13. Write on the blackboard the phrase, "All men are created equal." Encourage open discussion. The object of this activity is to see just what this phrase means to your children. What do they know; what have they heard; what do they think; how do they feel? Write the questions and statements of the children on the board and follow up with research to find answers to their questions and to substantiate or disprove their statements.

14. Write again, the phrase, "All men are created equal." Then refer to the 13th, 14th, 15th, and 19th amendments to the Constitution. Promote discussion on the question, why was there a need for these amendments if all men are equal? (You and the Constitution of the United States, Paul Wetty, see section 5.)

15. Let the children list the Negroes who are beginning to appear in major roles in television series (I Spy, Mission Impossible, Star Trek, N.Y. P.D., and others).

16. List the companies whose commercials are beginning to use actors and actresses of minority groups.

17. Display magazines such as Ebony. Discuss the work of John H. Johnson, Carl T. Rowan, and others.

18. Promote a discussion on the effect an article on civil rights in a nationally known magazine might have on the public.

19. Allow one child each week to be your "T.V. Guide." It would be up to him to inform the class of any program to be shown during his week which deals with civil liberties.

20. Discuss recent Supreme Court decisions, dealing with equal opportunities. Civil Rights, by Peter Goldman, Coward McCann, will be helpful, but current magazine and newspaper articles are also necessary resources.

21. Look into significant decisions relating to civil rights, such as Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education of Topeka; Atlantic Motel v. United States; Baker v. Carr; Gideon v. Wainwright. Discuss the effect these decisions have had on the freedom of American citizens.

22. Discuss the terms "integration" and "segregation." Refer again to the case of Brown v. Board of Education of Topeka.

23. Plan a day of "male supremacy." Allow the boys to make all the decisions (preferably by voting). Do not give the class advance notice of the plan. Hopefully, there will be extremely conflicting reactions. Lead into a discussion of the late 19th and early 20th century conflict over women's suffrage. Refer again to the quote, "All men are created equal."

24. Encourage the children to compile reports on the work of Susan B. Anthony, Lucy Stone, Julia Ward Howe, Lucretia Mott, Elizabeth Cady Stanton, and others.

25. Through role-play, dramatize the embarrassment the United States Marshal must have felt when he arrested Susan B. Anthony.

26. Ask the children to list the derogatory terms they know, which have been applied to the varied nationalities present in our country (Wap, Nigger, Kraut, Mick, Kike, Wetback, Polack, etc.). Discuss how a person labeled in this way would feel. Perhaps the children have had experiences with prejudice of this sort. Of course, discretion must be used with this activity. Follow up with a study of the population of our country to show that the majority of the people in our country are members of these groups. The "In America Books," such as The Czechs and Slovacks in America are very good sources. This is a series of 14 books. (In America Books, Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota, 55401.)

27. Read to the children a book concerned with a child of a minority group. Hearing about the problems another child faces, whether the same or different from their own, will often promote discussion among groups of children. Building Bridges of Understanding, by Charlotte Matthews Keating, (Palo Verde Publishing Company, Tucson, Arizona, 1607) is an excellent source for teachers. Mrs. Keating not only lists books dealing with the experiences of children of minority groups but also includes excellent annotations of all the books listed. (Hardcover $3.75, softcover $2.95.)

28. Add to biographical dictionaries, dictionaries of terms, atlases, and time lines.

Stating the Problem

- How have our writing, poetry, painting, music, and other forms of art developed a distinctive American style?

Understandings to be Developed

1. Major contributors to our American culture would include Henry Wadsworth Longfellow, Edgar Allen Poe, Stephen Foster, Edward McDowell, George Gershwin, W. C. Handy, Phillis Wheatley, Marion Andersen, Winslow Homer, James McNiel Whistler, Frank Lloyd Wright, Samuel Clemens, Langston Hughes, and others.

Information Needed - (To develop understandings)

1. Why did the American frontier play an important role in the development of our literature and music?

2. What is folk music?

3. Why is the music of Stephen Foster so well liked even though it is regional in nature?

4. Originality is a necessity in creative arts. In what ways were the works of Edgar Allen Poe, George Gershwin, and Frank Lloyd Wright original in nature?

5. Why are the stories of Mark Twain as popular today as they were when they were written?

6. Many American writers and poets have received the Nobel Prize for literature. Why is this considered to be a great honor?

Learning Activities

1. Display collections of biographies of the men and women who have contributed to the American style of writing, poetry, painting, music, and other forms of art. (See bibliography.)

2. Have your school administration arrange with the National Gallery for their film, "American Vision," (National Gallery of Art, Extension Service, 4th and Constitution Avenues, Washington, D. C., 20565) for a general overview of the Arts in America.

3. Investigate whatever museum is close to you (many have an American wing).

4. Set aside some time in the morning or afternoon (right after lunch) as "Poetry Time." Select a few poems of one American poet each day to read to the children. Write the name of the poet and the poems on the board so that interested students can read more. (Ask your librarian for an

anthology of American poetry. Quite often they will also include short biographies of the poets.)

5. While your children are reading biographies of American composers, encourage them to write down the names of songs mentioned in the books they are reading. Then, in addition to a biographical report, a child might like to teach the class one of the songs he had discovered in his reading. This activity could also be applied to poetry.

6. A special feature of American art is a quality of spaciousness. The children take this for granted. Now is the time to use any European paintings which the teacher wishes to study. Use them for contrast.

7. Display as many examples of the work of American artists as possible. Miniatures are available from the Metropolitan Museum of Art. (Address: Bookstore Office, Metropolitan Museum of Art, 5th Avenue and 82nd Street, New York, 10028.)

   . #LW - 3 American Watercolorists: Winslow Homer, Thomas Eakins, John Singer Sargent

   . #XE - Thomas Eakins

   . #LZ - American Folk Art

8. Enlist the aid of your Art and Music teachers as resource persons. They could speak of the style of American artists and musicians.

9. Prepare a radio program of music and literature (tape recordings). Such programs could be shared with other classes.

10. Show filmstrips such as American Painting Series, Life Filmstrips, 9 Rockefeller Plaza, New York, 10020, four strips, $20. They will give the children a general overview of American art.

11. Once the children are familiar with many artists, musicians, and authors, they might enjoy creating a bulletin board of the American Arts. Hopefully, they will correlate the theme of a chosen painting with the theme of the music and literature they decide to display.

12. Another bulletin board might display biographical reports. Placed around each report could be the titles of some of the works of each artist, musician, or author. Color would be an important eye-catching device.

13. Refer to your previous study of the Western Frontier. Encourage discussions of the Frontier as an unique part of our American culture. Lead the children to discover the dramatic appeal the West had and still has for the artists, authors, and musicians of our country.

14. Display the paintings of Frederick Remington, Charles Marion Russel, N. C. Wyeth, Harvey Dunn, Charles Nahl, Edward Lamson Henry, Paul Kane, and others.

15. Read from the works of James Fennimore Cooper, Zane Grey, Bret Harte, and others.

16. Play recordings of songs which originated on the frontier. If possible, distribute copies of the lyrics to allow the children to sing along.

17. Have the class survey music books. Ask them to count the number of songs they find which are not credited to a specific composer. Ask how they think these songs came to be.

18. Review your study of folklore. (If you did not correlate a unit of folklore with section six, now would be a good time.) Go over the definition of the term, "folklore," and elicit from the children a definition of folk music. Learn some of the songs of folk heroes already studied ("Casey Jones," "Stormalong," "John Henry," etc.).

19. Read the words of a folk song and dramatize it for another class. Part of your class could act out the words while the rest sing the song.

20. The music division of the Library of Congress makes many American folk songs available to the public.

21. Show the origin of folk songs on a chart. Many of the songs we think of as American were brought to this country by immigrants.

22. With the aid of the art teacher, make a flow chart illustrating a folk song. You might have a picture for each stanza.

23. Have the children read about the lives of men such as John Jacob Niles, Burl Ives, Woody Guthrie, and Josh White.

24. As a literature assignment, have the class write a folk style song. Then, with the aid of the music teacher, set it to music.

25. Have the children bring in their records of modern folk music. Investigate the origin of these songs. Most modern folk music is composed but others are modern arrangements of true folk music.

26. Have in the classroom some of the instruments associated with folk music, such as the guitar, the banjo, and harmonica. Kazoos can be purchased very inexpensively and are easily played.

27. Distribute copies of the lyrics of some of Stephen Foster's songs ("Beautiful Dreamer," "Old Folks at Home," etc.). After singing a few, ask the children what it is they like about his music.

28. Discuss minstrel shows. Relate the information to the music of Stephen Foster.

29. Look up material on showboats. Present a showboat performance of Stephen Foster's music.

30. Read the words of a few of Foster's songs. Discuss why we say his music is regional in nature.

31. Hand out to the children a simple object (paper cup, small plastic bottle, etc.). Have available materials such as glue, paint, construction paper, scissors, crayons. Direct the children to make something of this object, giving no further directions. Most of the children in the class will make something which is similar to the work of the others. Hopefully, one or two students will be original. Relate this activity to the originality of Wright, Gershwin, and Poe.

32. Read selections of literature written during the early 19th century. Then read selections of Poe's work. Ask the children if they notice a difference in style. Discuss this difference (Poe the master of mood).

33. Read additional selections of Poe. This will give the children a taste of Poe's original style.

34. Display pictures or slides of American architecture. Then show the children examples of Frank Lloyd Wright's buildings such as the Guggenheim Museum. The difference should be obvious.

35. Gershwin wrote music based on the tunes, moods, and rhythm of American popular music. He is most famous for his folk opera "Porgy and Bess." It was the first American opera recognized as truly American by the world. Play selections from an album of "Porgy and Bess," after telling the class the story of the show.

36. Play selections of albums of "La, La, Lucille," "Funny Face," "Strike Up the Band," "Girl Crazy," and others.

37. Read Mark Twain's explanation of the term, "Mark twain." from Life on the Mississippi. Remind the children that Twain's real name was Samuel Clemens.

38. Read selections of Tom Sawyer and Huckleberry Finn, such as:

    - the whitewashing of the fence (Tom Sawyer)
    - the eulogy of Tom and Huck (Tom Sawyer)
    - the Sunday School trip (Tom Sawyer)
    - when they were lost in the cave (Tom Sawyer)
    - the river pirate gang (Tom Sawyer)
    - the oath signed in blood (Huckleberry Finn)
    - Huck's discussion of slavery with Jim (Huckleberry Finn)
    - descriptive passages of the Mississippi (Huckleberry Finn)

39. Ask the children if they would enjoy doing the things done by Tom and Huck. Ask if they have done similar things. Encourage discussion if they have had experiences of this sort. Lead the children to discover Twain's great talent for writing about people as they really feel and act.

40. Direct the children to write descriptive paragraphs of adventurous experiences they have had or would like to have. These could be illustrated and used as a bulletin board display.

41. Reread the descriptions of the Mississippi in Huckleberry Finn. Compare Twain's regional emphasis in his writing with Stephen Foster's in his music.

42. Help the children to find information on the Nobel Prize for literature. Lead them to discover that it wasn't until 1930 that an American won this award. This will illustrate our struggle for recognition of truly American literature.

Stating the Problem

- How has America's system of free public education contributed to our growth and strength as a nation?

Understandings to be Developed

1. Our educational system has aided in the assimilation of many immigrants by introducing them to our language, customs, and ideals, thus preparing them for an active role in our society.

2. Many immigrants have been attracted to the United States in the hope that our educational system would give their children the opportunity for a better life.

3. An educated population is necessary to maintain and advance our standard of living.

Information Needed - (To develop understandings)

1. What is a "good" educational system?

2. Why is a good educational system essential for our type of government?

3. What is the function of public education in the United States?

4. Why has our educational system been an attraction for many immigrants?

5. Why is a good education important both to you and your country?

Learning Activities

1. Display biographies of educators such as Mary McLeod Bethune, John Dewey, Horace Mann, Thomas Hopkins Gallaudet, Booker T. Washington, Kate Douglas Wiggin, and Frances Elizabeth Willard. (See bibliography.) Encourage children to read these books, then ask them what the people in these books have in common.

2. Ask the children why they think these people were chosen as topics of study. Encourage discussion on the question, "why are past and present contributors in the field of education important?

3. Show a film which will give a general overview of the history of education in the United States, such as "Education in America," Eye Gate (ME 1026).

4. Have a resource person (high school political science teacher, official from Immigration Department) come in to speak to the class about the requirements an immigrant must fulfill for citizenship. He would also discuss the educational services available to an immigrant.

5. Prepare a chart listing the requirements an immigrant must fulfill to acquire citizenship.

6. Ask the children to recite the Pledge of Allegiance in a foreign language. The children should believe you are serious. Then, encourage discussion of the language difficulties some immigrants would face in their attempt to acquire citizenship. Lead the children to discover the importance of education.

7. Review the responsibilities of citizenship (section 8). Then encourage discussion on the idea of giving citizenship to immigrants without requirements fulfilled with the help of education. Allow the children to suggest reasons for this idea being unsatisfactory in our system of government.

8. Compare the children with immigrants. Ask them if they would be any more prepared (than immigrants) for the responsibilities of citizenship, without an education.

9. Discuss the economic reasons for education in our country. Remind the children of the television messages discouraging people from leaving school.

10. Direct the children to participate in a "Stay in School" poster contest. They might include the phrase, "Stay in School" and a simple drawing using only two or three bright colors. The illustration should depict a reason for staying in school. Perhaps a few could be displayed in your local high school.

11. Have the children illustrate the places and opportunities which would be closed to them by a lack of education.

12. Encourage the children to write compositions on the topic, "What I Will Be Doing in Twenty Years." Tell them to include their occupations, if only in one paragraph. Follow up by listing on the board all the occupations they have mentioned. Ask the children to tell you what educational requirements there are for each job. (They may need to do research.) Once again, discuss the importance of education.

13. Display a finished art project, one which the children would enjoy doing if they knew the technique required. Teach them how, after they have expressed a desire to learn. Follow up with a discussion of the importance of learning from the standpoint of personal fulfillment.

14. Stories of how animals learn could be displayed to point out the abundance of educational needs a human has because he can reason. Walt Disney's film, "Bear Country" might be sufficient to promote discussion. Discuss the importance of formal schooling to man.

15. Discuss several professions (doctor, teacher, and others). The children already realize the educational requirements of these professions. Now elicit from them the reasons for these requirements.

16. Once again, add to the year's "open activities" (atlases, biographical dictionaries, dictionaries of terms, and the time line).

Evaluation

1. Pupil Self Evaluation

   A chart such as the following could be dittoed and kept by the students throughout the year.

Unit	I do this well	I am improving	I need to do better
I use maps to find places and information			
I take part in class discussions			
I find and share materials to help the class (pictures, books, magazine articles, newspaper clippings, and others)			
My maps and charts are neat and accurate			
I find information through research			
I keep my atlas, biographical dictionary, dictionary of terms, and assignments up-to-date			
I follow directions			
I plan ahead			
I organize my material			

Evaluation

II. Teacher Evaluation of pupil's participation and progress throughout the units.

A. A chart such as the following could be kept for each child throughout the units.

Name _____ Unit _____

	Outstanding	Good	Satisfactory	Improvement
Shows interest in work				
Contributes to class discussion				
Uses maps to locate information				
Uses research materials to locate information				
Has an understanding of concepts and understandings				
Keeps his work up-to-date				
Can organize information				
Does individual work well				
Works well in groups				

B. Oral review and evaluation

To culminate each unit, you should refer back to the problem question and the understandings to be developed.

1. You could simply write the original problem on the board and encourage open discussion, using the understandings as questions to guide the children. Correlate the information they have gathered.

2. Write several sentences on the board, which relate to the problem, but not necessarily to one another. Ask the children to formulate one statement which would encompass all of the statements. The following is an example:

    1. Great confusion followed the American Revolution

    2. There was little loyalty to a central government

    3. There were some common bonds

    4. There were a few leaders

    The children should formulate a general statement such as: Courageous and wise leaders were needed to establish a new nation after the Revolution.

C. Other Evaluative Techniques

1. Using an overhead projector, display a map pertaining to the unit being studied. The children would be expected to answer questions dealing with scale, key, common map symbols, and specific information (i.e. what is the southernmost colony).

2. Follow the directions of number one, using individual dittoed maps.

3. Suggested essay questions

    - Why is America known as "the melting pot?"

    - How does exploration add to man's knowledge?

    - Why did the colonists feel there was a need for revolution?

    - Why was it difficult to form a new nation?

    - Why did people move west?

    - Why was science and industry important in the development of our country?

    - How has music, art, and literature helped to develop "American Culture?"

- Why do we need an education?

These are only a few suggestions. You will be able to think of many more.

4. Give the children copies of a political cartoon dealing with an issue which pertains to the unit being studied. Ask them to write a paragraph discussing the issue. (What was the issue, who was involved, how was it resolved?)

5. As a culminating activity at the end of the school year, have the children prepare pictorial biographies of the men studied. Their pictures should show the life and times of the men they choose.